

## TOP 10 ISSUES IDENTIFIED FOR DIVISION I INSTITUTIONS IN THE ATHLETICS CERTIFICATION PROCESS

The purpose of this document is to educate NCAA Division I member institutions and conference offices by providing information on the 10 issues most frequently identified by the NCAA Division I Committee on Athletics Certification since the revision of the athletics certification process in January 2004. This information is intended to assist institutions that already have gone through the second cycle of athletics certification, as well as those institutions that are preparing to go through the certification process in the near future.

1. The institution's gender-issues plan must include measurable goals the institution intends to achieve; specific steps to achieve the goals and specific timetables for completing the work. [*NCAA Operating Principle 3.1*]
2. The institution must provide written evidence that all individuals outside the athletics department who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions. [*Operating Principle 1.2*]
3. The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. [*Operating Principle 2.2*]
4. The institution's diversity-issues plan must include measurable goals the institution intends to achieve; specific steps to achieve the goals and specific timetables for completing the work. [*Operating Principle 3.2*]
5. The institution must provide written evidence that all individuals inside the athletics department (e.g., staff, coaches) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions. [*Operating Principle 1.2*]
6. The institution must demonstrate that its travel policies (e.g., passenger vans, buses, permissible drivers, flights, length of trips) are communicated in writing to athletics department staff and student-athletes. [*Operating Principle 3.3*]

7. The institution must analyze, explain and address any differences between the most recent four-class average federal graduation rate of all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average federal graduation rate of students generally, including comparable student body groups. If the most recent four-class average federal graduation rate of a student-athlete subgroup is lower than the most recent four-class average federal graduation rate of students generally or a comparable student body subgroup, the institution must develop a plan for improvement to address the issue. [*Operating Principle 2.1*]
8. The institution's gender-issues plan must address all deficiencies identified during the self-study. [*Operating Principle 3.1*]
9. The institution must demonstrate that it has implemented its second-cycle gender-issues plan or provide an explanation for partial completion of the plan. [*Operating Principle 3.1*]
10. The institution must analyze its Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (all revenue and expense categories) for the three most recent academic years and explain (using supporting data) and address any deficiencies and comment on any trends. [*Operating Principle 3.1*]